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ABSTRACT

This annotated bibliography identifies current materials on the topic of sex role stereotyping and career aspirations of junior high and high school students. The sources included are selective and reflect a portion of the research available in the Robert E. Kennedy Library. The majority of the items are journal articles and unpublished studies available through the Educational Resources Information Center (ERIC) microfiche collection. The following ERIC subject headings were used to select works: sex role, sex stereotypes, sex role in literature, vocational education, and career education. Books were located through the library's card catalog under the following subject headings: sex role, sex role in literature, vocational education, and career education. A total of 113 works are included in the bibliography, which is indexed by subject. (KC)

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ED235379

SEX ROLE STEREOTYPING AND CAREER ASPIRATIONS OF JUNIOR HIGH AND HIGH SCHOOL STUDENTS, GRADES 7-12: A SELECTIVE ANNOTATED BIBLIOGRAPHY

BIBLIOGRAPHY SERIES TEN

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INTRODUCTION

The purpose of this annotated bibliography is to identify current materials on the topic of sex role stereotyping and career aspirations of junior high and high school students in grades 7-12.

The sources included are selective, and reflect only a portion of the research available in the Robert E. Kennedy Library. The majority of the items are journal articles and unpublished studies available through the Educational Resources Information Center (ERIC) microfiche collection. To locate journal articles, consult a copy of the library's Public Serials List to ascertain the format of the articles (either bound or on microfilm). ERIC documents are located in the Microforms Room within the main Reference Department.

Resources in Education (RIE)

The ERIC indexes and the Education Index from 1979 to June 1983 were consulted, under the subject headings "Sex role," "Sex stereotypes," "Sex role in literature," "Vocational education," and "Career education." To find books on this topic, check the subject card catalog under the subject headings "Sex role," "Sex role in literature," "Vocational education," and "Career education."

1. Athanasou, James A. "Interactions of work-task dimensions and sex differences in occupational choices. Research report." Darlinghurst, Australia: New South Wales Department of Industrial Relations and Technology, Sept. 1979. 20 p. (ED 213 819)

   The greatest differences in occupational choices of 500 junior high school students in Australia were in males' orientation towards activities and occupations commonly classified as realistic, mechanical, or technical and females' preferences for social or personal contact occupations.

2. Atkinson, Karla. "Eliminating sex-role stereotyping in vocational education: a bibliography of suggested resources for understanding and building sex equity into secondary vocational education programs." Kalamazoo, Mich." Western Michigan University, April 1979. 56 p. (ED 177 440)

   The first section of this bibliography provides resources which can assist educators in a variety of ways to facilitate equal opportunity in secondary vocational education programs.

3. _____. "Eliminating sex-role stereotyping in vocational education. Report on the identification of sex biases in vocational education instructional materials and resources. Kalamazoo: Western Michigan University, March 1979. (ED 174 773)

   The purpose was to determine if students in Michigan secondary schools were exposed to sex-role stereotyping in instructional materials. In an average of 53% of the learning resources, gender was associated with job titles, objects, interests, activities or occupations through context and language.

4. Baker, G.E. et al. "Implications for industrial arts in overcoming sexual stereotyping in industrial careers." Journal of Industrial Teacher Education, 19 (Spring 1982): 65-72. (Per LB 1705 .J5)

   In this study of 12th grade females, it was found that enrollment in industrial arts has the potential to influence females to make career selections based upon factors other than the traditional sex role modeling of the home or community.

5. Becker, William J. & Cole, Jacquelyn M. "Reduction of sex stereotyping in vocational education programs. Final report, July 1, 1979 - June 30, 1980." Gainesville: Florida University, June 1980. 56 p. (ED 201 758)

   The purpose of this study was to determine which activities conducted in Florida secondary schools may have contributed to the reduction of sex stereotyping in selected vocational programs.

6. Bernstein, Joan D. "Exploring role options: a guide for eliminating sex stereotyping in home economics." Upper Montclair, N.J.: Montclair State College, 1979. 71 p. (ED 186 617)

This handbook is intended as a guide to planning and implementing a home economics curriculum free from sex-role stereotyping that prepares male and female students to cope with their changing roles in society.

7. Blum, Robert E. & Doyle, Linda. "Placement of junior and senior high students in non-traditional career exploration experiences in the community. Final project performance report." Lakewood, Colorado: Jefferson County Public Schools, September 1978. 404 p. (ED 171 914)

The purpose of this study was to reduce the narrowing effects of sex-role stereotyping on the career options of secondary students.

8. Bomotti, Marty Jordan. "Changing roles in a changing world. A sourcebook for home economics teachers." Anchorage, Alaska: Northern Institute for Research, Training, and Development, Inc., June 1981, 108 p. (ED 203 182)

This sourcebook is designed to help home economics teachers clarify their values regarding changing roles of women and men and sex stereotyping and to be able to present values clarification to their students.

9. Boswell, Sally L. & Katz, Phyllis A. "Nice girls don't study mathematics. Final report, December 1, 1977 through January 31, 1980." Boulder, Colorado: Institute for Research on Social Problems, 1980. 72 p. (ED 188 888)

Specific objectives were: (1) to document the existence of stereotypes associated with mathematics; (2) to determine the age at which children become aware of these stereotypes; (3) to specify the social agents transmitting stereotypic information; and (4) to determine the extent to which stereotypes affect both attitudes and achievement in mathematics.

10. Bratcher, Walter E. "Influence of the family on career selection: a family systems perspective." Personnel & Guidance Journal, 61 (October 1982): 87-91. (Per HF 5381 .A1P4)

Family systems theory can provide a counseling perspective for helping individuals seeking career counseling to consider all the options that may be available to them.

11. Brenner, Patricia, ed. "Education, sex equity and occupational stereotyping. Conference report. (Washington, D.C., May 5-6, 1980). Special report No. 38." Washington, D.C.: National Commission for Employment Policy, October 1980. 224 p. (ED 215 102)

This volume consists of eight papers presented at a conference focusing on the ways in which the educational system influences sex equity and how the two are related to occupational stereotyping.

12. Brooks, JoAnn. "Sex equity resources for vocational educators and counselors. Information series No. 8: a bibliography." Bloomington: Indiana University, January 1979. 68 p. (ED 176 173)

The bibliography of over 300 annotated citations examines resources on the topic of sex bias in education and work, strategies to achieve sex equality, sex fair materials for use by teachers and counselors, inservice training to promote sex equity.

13. Brown, Judy Palmer et al. "Sex bias barriers to vocational education enrollment. Final report." Oklahoma City: Oklahoma State Department of Education, February 1980. 89 p. (ED 187 875)

Group ranking of the barriers revealed the following were the highest ranked barriers: (1) loss of femininity or masculinity; (2) parent pressures; (3) peer pressure; (4) tradition; (5) need for friends of same sex in class; and (6) inhibition due to being in the minority sex.

14. "Business as usual: sex stereotyping in business education." Project on Sex Stereotyping in Education, Red Bank, N.J. Washington, D.C.: Office of Education, 1979. 27 p. (ED 191 181)

This document is the module that explores the myths and stereotypes that have limited women in the world of work.

15. Celkis, Ruta. "Achievement motivation and the vocational development of adolescent women: a review and application of achievement motivation research to vocational development theory." March 1981. 22 p. (ED 203 244)

Achievement motivation research provides a basis for understanding the processes by which socialization into stereotypical feminine roles shapes the educational and vocational aspirations of adolescent women.

16. "Classroom activities to combat stereotyping in career choice." Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, April 1980. 132 p. (ED 187 887)

This document contains examples of activities which are appropriate for students from kindergarten to grade twelve. There are 12 activities included in the section of sex role stereotyping.

17. Cohen, Jerry. "Research paper: sex-role stereotyping in vocational-technical courses in the high school." 1978. 32 p. (ED 189 428)

This paper reports research to discover causes of sex stereotyping in the school.

18. Curry, Evans W. et al. "Significant other influence and career decisions: Volume II. Black and white female urban youth. Research and Development Series No. 138." Columbus: Ohio State University, February, 1978. 191 p. (ED 159 333)

The purpose of this study of high school sophomore females was to obtain information including parental socioeconomic status, mental ability, academic performance, and significant others' occupational and educational expectations and home-career expectations. Significant other variables were the most accurate predictors of career-choice variables.

19. Davis, Patricia C. et al. "Self-perceptions on sex-typed attributes and the occupational aspirations and expectations of high school females." April 1980. 32 p. (ED 193 330)

Relationships among high school (grade 12) females' self-perceptions on sex-stereotypic attributes were found between females with high prestige aspirations and expectations and those with low prestige aspirations and expectations.

20. "Demonstration of a system to facilitate the elimination of sex stereotyping and sex bias in local vocational programs. Final report, April 15, 1978, to September 30, 1978." University, Mississippi: Mississippi University, December 1978. 23 p. (ED 178 687)

Goals of a project to design a career awareness workshop for vocational-technical high school students included identifying and defining sex stereotypes and discrimination, increasing student awareness of stereotyping, increasing knowledge of career opportunities, exposing students to non-traditional role models, and providing inservice training.

21. Derryberry, Carla et al. "Wanted for breaking with tradition and entering today's careers: summary report." Houston, Texas: Houston Community College System, June 1979. 41 p. (ED 192 827)

A career aspiration profile was administered to 1,350 randomly selected students from Houston area high schools, two-year colleges, and four-year institutions in order to determine the factors which still function as barriers to the entrance of both women and men into non-traditional careers.

22. Dessaur, C.I. & Van Vleuten, C.E. "Education and equality of opportunity for girls and women." 1979. 38 p. (ED 177 243)

The purpose of this study was to determine the problems of sex discrimination and sex stereotypes faced by women in education and employment.

23. "Development of a model to identify vocational education needs associated with sex role stereotype within special target groups. Final report, May 15, 1978-September 30, 1979." Tallahassee: Florida State University, 1979. 153 p. (ED 199 538)

A project was conducted to develop and field test a practical model, usable by vocational educators, which would assess the extent to which sex bias and sex stereotyping exist in Florida's vocational educational program.

24. Diamond, Esther E. "Sex-typical and sex-atypical interests of Kuder Occupational Interest Survey criterion groups: implications for counseling." Journal of Counseling Psychology, 28 (May 1981): 229-242. (Per BF 637 .C6J6)

This study was concerned with understanding sex differences in interest measurement. The essential purpose of an interest inventory is to serve as a counseling tool that, with other relevant information such as achievements, activities and aspirations, will suggest new directions and opportunities.

25. Dodge, Carol J. "Choices & careers; free to choose: traditional roles. With leader's guide." Madison: Wisconsin University, 1978. 19 p. (ED 197 874)

Designed for American Indian girls from 9 to 18, the unit aims to dispel the distorted stereotypes that still exist about early traditional Indian women and to help the girls appreciate their tribal heritage.

26. Dunne, Faith et al. "Sex differences in the educational and occupational aspirations of rural youth." Journal of Vocational Behavior, 18 (February 1981): 56-66. (Per HF 5381 .A1J68)

This study sought to determine educational and occupational aspirations of high school students in grades 10, 11, and 12. The expectation that young rural women would have educational aspirations as high as their male peers was confirmed.

27. _____. "'They'd never hire a girl': vocational education in rural secondary schools." Hanover, N.H.: Dartmouth College, 1980. 50 p. (ED 199 006)

Rural high school girls face a strong home-versus-career conflict stemming from traditional rural values and myths about women. They also face the reality of few local job opportunities, due to rural economic and value structures and to occupational sex-stereotyping.

28. Erez, Miriam & Shaier-Barazani, Judith. "Sex role stereotypes and women's choice of innovative fields of study." August 1981. 9 p. (ED 216 261)

Female Israeli students in traditionally male programs, in contrast to females in traditional female programs, perceived more occupations as suitable for men and women, exhibited less fear of success and more liberal attitudes toward women's roles, and were more work-oriented.

29. Expanding career choices for students by reducing mathematics anxiety." Asbury Park, New Jersey: Asbury Park Board of Education, July 1979. 205 p. (ED 182 433)

A major unit was identified and a career awareness unit with student activities in that area developed for each grade involved: decimals (grade 7), and percentages and business mathematics (grade 8)." This study was designed to investigate attitudes toward scientific and technical careers by sex.

30. "Expanding role options through vocational education. Phase II of the North Dakota Pioneers in Equality Project." Bismarck: North Dakota State Board for Vocational Education, September 1980. 239 p. (ED 216 198)

This handbook deals with ways in which vocational educators can help to eliminate sex role and occupational stereotyping.

31. Farris, Charlotte J. "General directions for the game of CESSHEE; conflicts in eliminating sex stereotyping in home economics education. Project MOVE." Utica, New York: State University of New York, 1979. 13 p. (ED 182 535)

Objectives are to identify and clarify beliefs and issues related to (1) who may influence the decision of students to enroll in home economics and their reasons and (2) how sex stereotyping and bias limit possibilities of both males and females enrolling in home economics.

32. Fink, Arlene & Kosecoff, Jacqueline. "Report of the field testing and validation of expanding career horizons." McLean, Virginia: Steiger, Fink, and Kosekoff, Inc., December 1976. 204 p. (ED 178 689)

A three-phase assessment was conducted to field test a curriculum developed to expand career horizons for both young men and young women to help eliminate sex role stereotyping. Intended for grades 7-14, this curriculum emphasized the increasing options for women in vocational education programs and non-traditional careers.

33. Finley, Cathleen. "Choices and careers: free to choose: growing up unit for girls. Leader's guide." Madison: Wisconsin University Extension, 1978. 63 p. (ED 197 912)

This guide emphasizes individual development of American Indian girls aged 9 to 18. It includes a series of sketches showing traditional activities of Indian women and career opportunities that are now available.

34. _____. "Choices & careers; free to choose; marriage—expectations or reality. Books II and III and leader's guide." Madison: Wisconsin University Extension, 1978. 79 p. (ED 197 878)

The unit emphasizes that tribal women need to plan for a career as well as for marriage. Some concepts stressed are: women are likely

to be employed during their marriage; working mothers can be good mothers; there may be a relationship between employment and divorce.

35. Finley, Cathleen & Wolf, Delores. "Choices & careers; free to choose; parenting daughters." Madison: Wisconsin University Extension, n.d. 24 p. (ED 158 940)

This study of teenage American Indian girls found that girls need to be aware of all that the future may hold; they need to prepare themselves in terms of their own goals, abilities, and preferred life styles.

36. Finley, Cathleen & Wolf, Delores. "Choices & careers; free to choose; parenting daughters--unit for adults. Leader's guide." Madison: Wisconsin University Extension, n.d. 19 p. (ED 158 939)

This study of junior high American Indian girls lists discussion topics or other types of activity that will help young girls to explore the importance to them of a career.

37. "Focus on the future: future options/creative understanding through seeing. Technical manual." Cleveland, Ohio: Cleveland State University, n.d. 47 p. (ED 169 227)

This study of high school students is part of the "Focus on the Future" package which presents a group career guidance activity designed to bring to light traditional biases and stereotyped attitudes about male and female roles and to create an awareness of how such attitudes may influence work expectations and future family relationships.

38. Goggans, E. Patricia. "Equality in vocational programs. Counselor/teacher handbook." Denver: Colorado State Board for Community Colleges and Occupational Education, 1980. 206 p. (ED 201 871)

It provides information about the problem for teachers, and both theoretical and practical aids for eliminating sex bias in the classroom.

39. Goggans, E. Patricia & Lawrence, Dorothy. "Equality in vocational programs. General reference." Denver: Colorado State Board for Community Colleges and Occupational Education, 1980. 95 p. (ED 210 870)

This document is one of three publications designed to establish guidelines for the elimination of sex bias and sex stereotyping and the establishment of sex fairness in vocational education programs in Colorado.

40. Grasso, John T. "The effects of school curriculum on young women." March 31, 1978. 35 p. (ED 159 496)

The two largest programs of federally-funded vocational education for women are home economics and office programs, which suggests both sex-role stereotyping and occupational segregation. Young women face important dilemmas in their educational and vocational development.

41. Gregg, C.H. & Dobson, K. "Occupational and sex role stereotyping and occupational interests in children." Elementary School Guidance and Counseling, 15 (October 1980): 66-75. (Per LB 1027.5 .E4)

This is a study of occupational interests of boys and girls 5 and 6 and 11 and 12 years old. Research indicates that children give occupational preferences that closely adhere to traditional sex role stereotypes, although there has been some liberalization of occupational stereotyping in recent years.

42. "A guide to educational equity in vocational programs." Springfield: Illinois State Office of Education, 1979. 34 p. (ED 174 821)

This study provides information, tips, and guidelines for evaluating instructional materials for sex bias and stereotypes, and gives suggestions for vocational teachers on using biased materials in a non-biased way.

43. Hamar, Rosalind. "Women in nontraditional careers (WINC). Curriculum guide." Portland, Oregon: Northwest Regional Educational Lab., 1981. 422 p. (ED 220 598)

This curriculum guide contains activities and resources for a nine-unit course to help young and adult women explore issues related to women and work and nontraditional employment.

44. Handley, Herbert M. & Walker, Ronald D. "Factors discriminating between females electing traditional and nontraditional programs of vocational study in high school." April 1981. 34 p. (ED 200 756)

A study was conducted to describe the relationship of the attitudes of significant others and other career-influencing factors to the attitudes which both traditional and nontraditional female students in vocational education have toward nontraditional work roles for men and women.

45. Hansen, L. Sunny. "BORN FREE: an applied developmental intervention to reduce career-related sex-role stereotyping in elementary, secondary, and higher education settings." August 27, 1977. 13 p. (ED 150 495)

BORN FREE serves as a change agent project to help teachers, counselors, parents and administrators work together for change to reduce career-related sex role stereotyping. It also serves as a training project, creating print and videotape materials and training workshops.

46. Hansen, L. Sunny et al. "Project BORN FREE: training packet to reduce sex-role stereotyping in career development, secondary level." Minneapolis: Minnesota University, 1980. 550 p. (ED 205 833)

The materials contain a set of independent learning strategies which combine to provide an intervention model for use at the secondary school level.

47. Harris, Brenda & Wheeler, Lillian. "The changing roles of males and females. Curriculum guide." Richmond, Kentucky: Eastern Kentucky University, 1979. 171 p. (ED 182 557)

This curriculum guide is divided into five major concepts, including males and females in the world of work.

48. Harrison, Laurie R. & Dahl, Peter R. "Executive summary of the vocational education equity study. Final report." Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, April 1979. 45 p. (ED 177 319)

This study assesses the nature and extent of sex discrimination and stereotyping in all vocational programs and of efforts which are being made to reduce or eliminate such inequities.

49. Harrison, Laurie R. & Dahl, Peter R. "Program to combat stereotyping in career choice." Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, April 1980. 239 p. (ED 187 886)

Divided into three sections which deal with sex, race, and handicap stereotyping in career choice, the 28 programs described here attempt to combat stereotypes among students and/or staff (K-12).

50. Hawley, Peggy & Even, Brenda. "Work and sex-role attitudes in relation to education and other characteristics." Vocational Guidance Quarterly 31 (December 1982): 101-108. (Per HF 5381 .A1V55)

This study aimed to discover what demographic characteristics appeared to be most associated with certain work and sex-role attitudes. The young men in this study appear to be a long way from understanding (much less accepting) vocational options free from sex bias.

51. Herzog, A. Regula & Bachman, Jerald G. "Sex role attitudes among high school seniors: views about work and family roles. Final report." Ann Arbor: Michigan University, July 1981. 260 p. (ED 221 814)

Although sex roles seem to be undergoing substantial changes in today's society, the work and family roles of women remain quite different from those of men.

52. Hitchens, Donna J. & Thomas, Ann G. "Eliminating sex bias in vocational education; a handbook for administrative personnel." San Francisco, CA: Equal Rights Advocates, Inc., October 1979. 39 p. (ED 195 703)

This handbook is designed (1) to assist vocational educators and administrators in understanding both the causes of occupational sex segregation and the problems it creates; (2) to clarify the federal and state mandates for the elimination of sex bias in vocational education programs; and (3) to provide possible approaches and strategies that can be used by vocational education personnel to comply with legal requirements and contribute to the elimination of occupational sex segregation.

53. Hitchens, Donna J. & Thomas, Ann G. "Eliminating sex bias in vocational education. A handbook for community groups." San Francisco, CA: Equal Rights Advocates, Inc., December 1979. 46 p. (ED 195 705)

This handbook is designed to provide the background information necessary for individuals and community groups to become involved in local vocational education programs in order to help end sex bias, stereotyping, and discrimination in such programs.

54. Hofferth, Sandra L. "High school, occupational choice, and sex equity. Working paper, 1303-02." Washington, D.C.: Urban Institute, September 1980. 195 p. (ED 197 114)

A study examined the differential effects of experiences prior to labor force entry, primarily in high school, on the later sex-typicality of occupations and earnings of non-college bound men and women.

55. Holcomb, Carol Ann. "Occupational stereotyping in health textbooks." Journal of School Health, 51 (May 1981): 336-340. (Per LB 3401 .J7)

Sex-role stereotyping in general has been examined in subject-matter texts at both the elementary level and secondary level in health. Data was recorded from each textbook in three categories: health occupations, non-health occupations and famous health professionals. At the secondary level, significantly more males than females were illustrated in seven textbooks.

56. Humburg, Renae Bygel. "Occupational sex-role stereotyping. Effects of a ninth-grade experience-based career education program on occupational sex-role stereotyping." February 9, 1980. 13 p. (ED 182 559)

A study was conducted to determine the effects of a ninth-grade experience-based career education program upon occupational sex role stereotyping.

57. Jacobowitz, Tina. "Factors associated with science career preferences of black junior high school students." 1980. 47 p. (ED 212 851)

Science career preferences of junior high students, while not stable predictors of ultimate career choice, do serve to direct and maintain individuals along the paths to careers in science.

58. Johnson, Diane et al. "Project BORN FREE; selected review of the literature on career development and sex-role stereotyping at the secondary level. Technical report No. 2." Minneapolis: Minnesota University, 1980. 73 p. (ED 204 647)

This literature review, part of the Project BORN FREE training series for teachers, counselors, administrators, and parents, focuses on career socialization of adolescent boys and girls.

59. Keierleber, Dennis L. "Project BORN FREE. Case summaries of the educational change process in Project BORN FREE institutions 1976-1977. Technical report No. 7." Minneapolis: Minnesota University, 1978. 118 p. (ED 193 593)

BORN FREE is a project designed as a collaborative effort of university-based counseling psychologists and field-site educators to reduce career-related sex stereotyping in educational institutions and to broaden the range of career options for women and men.

60. Kent, Martha Whalen et al. "Competence is for everyone. Unit 1: Different people. Upper level. (Student text and teachers' edition.)" Burlington, Vermont: Vermont University, 1978. 215 p. (ED 188 062)

A four-module series, "Competence Is for Everyone," was designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race.

61. Kent, Martha Whalen et al. "Competence is for everyone. Unit 3: male and female. Upper level. (Student text and teachers' edition)." Burlington, Vermont: Vermont University, 1978. 215 p. (ED 188 068)

This module, written for students at the upper elementary level, examines appraisal with respect to gender.

62. Kent, Martha Whalen & Kent, Dale. "Competence is for everyone. Unit 4: competence." Burlington, Vermont: Vermont University, 1978. 55 p. (ED 188 070)

This module reviews the concept of appraisal through activities focused on: (1) identifying person and task appraisals; (2) reviewing the bases of job assignments; (3) designing a stereotype free environment; and (4) developing personal strategies for overcoming sexual and racial bias.

63. Krusemark, Fred & Dege, Dolores. "Project BORN FREE, evaluation of educational change process and project impact in BORN FREE institutions, 1977-1978. Technical report No. 8." Minneapolis: Minnesota University, November 1978. 197 p. (ED 193 594)

This is the second-year evaluation of the project. BORN FREE is a project designed as a collaborative effort of university-based counseling psychologists and field site educators to reduce career-related sex stereotyping.

64. Lemkay, Jeanne Parr. "Increasing occupational role innovation: intervention implications of two survey studies." 1981. 9 p. (ED 206 900)

Inferences were drawn from the studies about possible intervention strategies to encourage adolescents to enter nontraditional fields.

65. Lueptow, Lloyd B. "Sex typing and change in the occupational choices of high school seniors: 1964-1975." Sociology of Education, 54 (January 1981): 16-24. (Per L11 .S7)

Comparison of occupational plans and preferences of graduating high school seniors in 1964 and 1975 shows a substantial reduction in the sex-typing of occupational choice, especially for female students. Choices of traditional female occupations remain sex-typed as do those for skilled male blue-collar occupations.

66. Lunneborg, Clifford E. "Systematic biases in brief self-ratings of vocational qualifications." Journal of Vocational Behavior, 20, (June 1982): 255-275. (Per HF 5381 .A1J68)

In this study of college-bound high school juniors, their brief self-descriptions revealed ability claims which were based more upon interest and self-confidence than upon aptitude and heightened sex stereotypes of interests and mathematical ability.

67. Lynch, Maureen V. "Summary of results and handbook of ideas to reduce sex stereotyping in vocational education and students' career choices." Billerica, Massachusetts: Shawsheen Valley Regional Vocational-Technical High School, June 1979. 194 p. (ED 187 8[illegible])

The goals were to reduce the influence of sex-role stereotyping on students' career choices, increase awareness of negative consequences of sex bias, and promote sex fair and sex-affirmative teaching strategies and programs.

68. Majchrzak, Shirley. "Preparing young women for tomorrow: a handbook of career counseling strategies for intermediate and high school women." Monograph Number 9. Fullerton, CA: California Personnel and Guidance Assocation, January 1976. 99 p. (ED 177 389)

This study of intermediate and high school females aimed to help counselors develop attitudes and non-discriminatory policies and practices in educating and training women for satisfying, non-stereotyped careers and life-roles.

69. Matthews, Martha & McCune, Shirley. "Try it, you'll like it. A student's introduction to nonsexist vocational education." Washington, D.C.: National Foundation for the Improvement of Education, 1978. 59 p. (ED 170 520)

This booklet is meant to help high school students become aware of and consider vocational education programs which are nontraditional for their sex.

70. Messina, Antoinette J. "Expanding career choices for students by reducing mathematics anxiety." 1980. 10 p. (ED 199 090)

This study in classes in grades three through eight was designed to determine the attitudes of students and teachers towards sex-role stereotyping in career preferences which employ mathematical skills.

71. Meyer, Buf. "Development of girls' sex-role attitudes." Child Development, 51 (June 1980): 508-514. (Per HQ 750 .A1C45)

Females in two age groups, 6-8 and 10-12 were studied. Younger girls had significantly more sex-typed role prescriptions and aspirations than older girls. The older girls' sex-role attitudes and aspirations correlated significantly with their mothers' sex-role attitudes and goals for their daughters' futures.

72. Mook, Corena and Legg, Marilyn. "Project: strategies for sex fairness. Counselor--encouraging nontraditional options." Manhattan: Kansas State University, n.d. 32 p. (ED 189 348)

This inservice guide for use with school personnel is designed to reiterate for guidance counselors the requirements of sex fairness legislation in education and to reaffirm the necessity for making young people aware of the expanding options open to them in choosing careers.

73. Mook, Corena & Legg, Marilyn. "Project: strategies for sex fairness. Home economics for all." Manhattan: Kansas State University, n.d. 27 p. (ED 189 351)

This inservice guide is designed to stimulate home economics teachers to help students develop attitudes, knowledge, and skills that are not limited by sex stereotyping.

74. Mook, Corena & Legg, Marilyn. "Project: strategies for sex fairness. Is my guidance test limiting me in considering future roles?" Manhattan: Kansas State University, n.d. 19 p. (ED 189 337)

This guide for teachers (junior high and above) is designed to make students aware of the role interest tests can play in the process of choosing an occupation to prepare for.

75. Mook, Corena & Legg, Marilyn. "Project: strategies for sex fairness. Is my textbook limiting me in considering future roles?" Manhattan: Kansas State University, n.d. 23 p. (ED 189 336)

This guide for teachers (junior high and above) is designed to encourage students to think through how textbooks and educational materials send out hidden messages that attempt to shape their perceptions of acceptable roles for men and women.

76. Mook, Corena & Legg, Marilyn. "Project: strategies for sex fairness. Math and science for all." Manhattan: Kansas State University, n.d. 26 p. (ED 189 352)

This inservice guide is designed to increase awareness of the extent to which Kansans limit their career options by avoiding math and science.

77. Mook, Corena & Legg, Marilyn. "Project: strategies for sex fairness. Profile of a non-traditional student." Manhattan: Kansas State University, n.d. 23 p. (ED 189 350)

This inservice guide is designed to aid schools in reducing sex stereotypes and to provide vocational educators with clues to potential problems which their nontraditional students may face in their future roles.

78. Mook, Corena & Legg, Marilyn. "Project: strategies for sex fairness. Vocational teacher--encouraging non-traditional options." Manhattan: Kansas State University, n.d. 28 p. (ED 189 347)

This inservice guide for use with school personnel is designed to stimulate vocational teachers to individually and cooperatively encourage students to prepare for nontraditional fields.

79. "The MOVERS game (maximum support for vocational enrollment by removing stereotypes)." Utica, New York: State University of New York, 1979. 17 p. (ED 183 736)

Intended for a group of twelve to fifteen people, this game includes materials and instructions for a simulation activity for individuals concerned with how stereotyping of vocational-occupational education and sex role stereotyping can limit enrollment in vocational and occupational programs.

80. "A national assessment of performance and participation of women in mathematics. Annual report." Denver, Colorado; Education Commission of the States, Septmeber 1978. 63 p. (ED 176 961)

This study of high school females identifies factors which are related to problems associated with women participating in mathematics.

81. O'Bryant, S.L., Pennebaker, J.W., & Durrett, M.E. "Students' ratings of occupational dimensions of traditionally male and traditionally female occupations." Journal of Vocational Behavior, 12 (1978): 297-304. (Per HF 5381 .A1J68)

This is a study of white 5th-7th graders in Austin, Texas. Results showed a tendency for subjects to give lower ratings to workers in non-traditional jobs.

82. Olson, Melfried & Kansky, Bob. "Mathematical preparation versus career aspirations: sex-related differences among college-bound Wyoming high school seniors." Journal for Research in Mathematics Education, 12 (November 1981): 375-379. (Per QA 11 .A1J68)

The results demonstrate that the number of mathematics courses taken and the level of mathematics achieved varies with sex, with males taking more classes and reaching higher levels of achievement. As a consequence, the future occupational choices available to most females are severely limited.

83. Ott, Mary Diederich et al. "The identification of factors associated with sex-role stereotyping in occupational education." Ithaca, New York: Cornell University, March 1980. 196 p. (ED 186 671)

Data were collected by surveying occupational education students--generally 11th and 12th graders--in selected programs in the trade, industrial, and service areas; 10th graders in general and high school courses; teachers; and counselors.

84. Patterson, Lewis E. et al. "Bringing sex stereotypes into FOCUS (Future options--creative understanding through seeing project)." School Counselor, 27 (May 1980): 368-376. (Per LB 1027.5 .S28)

This study of 8th and 12th grade students describes the Focus on the Future (1978) project, which was designed to help high school men and women understand the influences of sex stereotyping on their life-career choices.

85. Prediger, Dale J. & Johnson, Richard W. "Alternatives to sex-restrictive vocational interest assessment." Iowa City, Iowa: American College Testing Program, May 1979. 45 p. (ED 186 480)

Studies documenting sex restrictiveness in widely used interest inventories are cited, and alternatives to sex-restrictive interest assessment are suggested. Primary attention is given to the possibility that interest inventories can consist entirely of items that elicit similar responses from males and females and provide males and females with similar vocational suggestions.

86. "Project CHOICE: #6. A career education unit for junior high school. Exploring careers: a look at gender stereotyping. (A link to all twelve career clusters)." Bakersfield, California: Kern County Superintendent of Schools, September 1977. 14 p. (ED 187 960)

This junior high unit gives suggested instructional materials (including books, films, and filmstrips). The unit also gives instructional activities to help students become aware of how a culture transmits images of males and females.

87. "Repainting the sexist picture: stereotyping in the fine arts." Red Bank, New Jersey: Project on Sex Stereotyping in Education, 1979. 23 p. (ED 191 180)

Instructional modules designed to combat the limiting and destructive effects of the sex-role stereotyping of females and males that often pervades instructional materials.

88. Richard, Diane S. "Secondary students' views on occupational sex stereotyping." Crawfordsville, Indiana: New Educational Directions, January 1979. 21 p. (ED 176 156)

This study sought to identify the extent of nontraditional occupational selection, awareness by the students of sex stereotyping influences, and their strategies for the promotion of educational equity." Almost all students (80%) planned to enter occupations traditional for their sex. More females than males select nontraditional roles.

89. Richards, Diane S. & Brooks, JoAnn. "Secondary students' views on occupational sex stereotyping and sex equity resources for vocational educators and counselors. A project report and bibliography. Information series No. 8." Bloomington: Indiana University, January 1979. 89 p. (ED 167 782)

The purpose of this study was to identify the degree to which high school students consider choosing nontraditional occupations, if youths are aware of sex stereotypic influences, and what strategies they would offer to promote educational equity.

90. Russ, Anne J., comp. "Sex-role stereotyping in occupational education: a selected bibliography for educators." Ithaca: State University of New York, September 1978. 20 p. (ED 163 198)

This annotated bibliography on sex role stereotyping in occupational education documents the background resources consulted during a project for the Cornell Institute for Occupational Education. Most of the materials were published since 1970.

91. Seltz, Terry. "Sexism in textbooks for business office procedures course." Journal of Business Education, 57 (October 1981): 29-20. (Per JF 1101 .J6)

Women are portrayed more often than men in business office procedures textbooks. The effects of textbooks on children and adolescents are significant. Educators have an obligation to their students to insure that their textbooks do not handicap the development of their natural abilities.

92. Shepard, W.O. & Hess, D.T. "Attitudes in four age groups toward sex role division in adult occupations and activities." Journal of Vocational Behavior, 6 (1975): 27-39. (Per HF 5381 .A1J68)

A study of kindergarten, eighth grade, college, and adult subjects. They were presented with a list of 43 occupations and indicated for each whether it should be performed by a male, female, or either. In each age group except kindergarten there was a significant sex difference with females being more liberal.

93. "The special vocational educational needs of women. Expanding career horizons. Final report." Springfield: Illinois State Office of Education, 1978. 35 p. (ED 178 688)

A project was conducted to expand the career horizons of young women and young men, with particular emphasis on the increasing options for women. A curriculum entitled "Expanding Career Horizons" was developed, intended for use in grades 7-14.

94. Tate, Richard. "Traditional vs. non-traditional: expanding career choices. High school unit." Bloomington, Indiana: Department of Human Resources, 1981. 134 p. (ED 204 522)

Designed to provide information about skilled employment for women and to help students with career decision making, these Project NEW (Non-traditional Employment for Women) instructional materials contain lesson plans and learning activities for use in a five-day unit at the high school level.

95. Thomas, Ann G. & Hitchens, Donna J. "Eliminating sex bias in vocational education: a workshop for administrative personnel." San Francisco: Equal Rights Advocates, Inc., December 1979. 32 p. (ED 195 704)

These materials are intended to provide a workshop design for conducting a one-day staff training program for school personnel on the issue of sex bias in vocational education.

96. Thomas, Ann G. & Hitchens, Donna J. "Eliminating sex bias in vocational education: a workshop for community groups." San Francisco: Equal Rights Advocates, Inc., December 1979. 22 p. (ED 195 706)

These materials are intended to provide a workshop design for conducting a one-day training program for representatives of community groups who are, or want to become, involved with helping to promote sex equity within the vocational education system.

97. Thornton, Arland & Freedman, Deborah S. "Changing attitudes about appropriate roles for women." USA Today, 110 (August 1981): 2-3. (Per L 11 .S36)

This study sought to determine how the attitudes of women have changed by interviewing women in 1962 and again in 1980, along with their 18-year-old sons and daughters. When asked about job characteristics, both mothers and their 18-year-old sons and daughters rated as most important a job which gives a feeling of accomplishment.

98. Trent, E. Roger et al. "Modifying attitudes toward sex stereotypes in vocational education (MASSIVE). Final report." Columbus: Ohio State Department of Education, May 1979. 98 p. (ED 176 047)

Purposes of this study included constructing a self-administered measure of bias in sex role stereotypes and developing a self-intervention, self-confrontation manual to reduce the impact of these stereotypes on career choices. The experimental group's posttest bias scores were significantly lower.

99. Tysse, Dorothy J. "Sex roles as they affect talented students' career development." March 1982. 16 p. (ED 221 808)

Based on the concept that more occupational choices are opening to both men and women and that career development has become more complex, this review considers two questions: (1) Why do gifted and talented men and women limit themselves to traditional career choices? and (2) How can counselors, teachers, and parents help gifted students broaden their career options?

100. Veres, Helen C. & Carmichael, Mary Margaret. "Changing adolescents' attitudes toward non-traditional career choices: an intervention process." 1982. 15 p. (ED 215 141)

An intervention project was conducted to determine if affirmative action strategies had an effect on promoting nontraditional program and course selection among 460 eighth and ninth grade students from urban, suburban, and rural communities in New York.

101. Veres, Helen C. & Carmichael, Mary Margaret. "Expanding student opportunities in occupational education: methods to reduce sex-role stereotyping in program choice. Research publication 81-10." Ithaca: State University of New York, September 1981. 123 p. (ED 217 180)

A project developed and tested methods to reduce sex-role stereotyping in occupational education programs.

102. Verheyden-Hilliard, Mary Ellen. "Reducing sex-stereotyping in career education: some promising approaches to persistent problems." Washington, D.C.: Office of Career Education, June 1979. 67 p. (ED 197 260)

This study gathers information about successful projects which aim to reduce sex role stereotyping in career education in K-12 grades. Projects include: Equity Career Education Project, Project Open Door, Project Equality, and Women at Work.

103. Vetter, Louise et al. "Factors influencing nontraditional vocational education enrollments: a literature review. Research and development series No. 150." Columbus: Ohio State University, 1979. 169 p. (ED 181 326)

Despite an increase of women in nontraditional occupations, research shows that occupational sex segregation and related wage disparities continue to exist. The literature on sex role socialization indicates that family members, the mass media, and all elements of public education influence vocational choices.

104. Vockell, Edward L. & Lobonc, Susan. "Sex-role stereotyping by high school females in science." Journal of Research in Science Teaching, 18 (May 1981): 209-219. (Per Q 181 .A1J6)

The purpose of this study was to determine whether the physical sciences were perceived as more masculine than the biological sciences. Only the physical sciences in particular (not science in general) are clearly viewed as masculine academic areas.

105. Warsett, Sue. "Project BORN FREE. Career development training models to reduce sex-role stereotyping in educational institutions. Evaluation report on BORN FREE videotapes, training packets and selected workshops." Minneapolis: Minnesota University, October 1978. 223 p. (ED 193 596)

BORN FREE is an effort of university-based counseling psychologists and field-site educators to reduce career-related sex stereotyping in 14 educational institutions. This report includes field testing of the three training packets for elementary, secondary, and higher education levels.

106. Westbrook, Franklin D. "Changing sex-role stereotyping and sex bias--a vocational education project. Final report, No. 15-79, September 1, 1977 through June 1, 1979." College Park: Maryland University, June 1, 1979. 41 p. (ED 176 081)

The purpose of this study of adolescents was to determine how early in a person's life the DCI (Dominant Characteristics Inventory) traits are recognizable.

107. "When I grow up, what will I be?" Denver, Colorado: Education Commission of the States, 1978. 9 p. (ED 145 202)

This booklet describes the results of the National Assessment of Educational Progress' (NAEP) survey of the knowledge, skills, and attitudes of students aged nine, thirteen, and older to determine their career development.

108. Wilson, Jean & Daniel, Richard. "Effects of a career-options workshop on social and vocational stereotypes." Vocational Guidance Quarterly, 29 (June 1981): 341-349. (Per HF 5381 .A1V55)

This study of 7th and 8th graders sought to determine if stereotypes held by these students toward sex roles, particularly as related to occupations, could be influenced by the workshop program described. A relatively brief workshop program was effective in influencing traditional sex role attitudes.

109. Wirtenberg, Jeana. "Expanding girls' occupational potential: a case study of the implementation of Title IX's anti-sex segregation provision in seventh grade practical arts." September 3, 1980. 11 p. (ED 197 260)

Sex segregation of seventh grade students of industrial arts and home economics was examined to measure the impact of Title IX on the students' occupational potential. Teachers interacted more with boys than with girls in the coed classes and showed sex-role stereotyped attitudes.

110. Wolf, Delores. "Choices & careers; free to choose: socialization of girls." Madison: Wisconsin University Extension, n.d. 14 p. (ED 158 944)

Teenage American Indian girls must prepare for a career. Individuals are born with talents, abilities, and potentialities, but training and education are necessary for them to be recognized.

111. Work, Clyde E. et al. "Guidance for nontraditional careers." Personnel & Guidance Journal, 60 (May 1982): 553-556. (Per HF 5381 .A1P4)

This study aimed to present in a workshop format for secondary school guidance counselors, teachers, and administrators, information about opportunities and requirements in engineering, business, and other such careers that have not traditionally attracted women but that now abound with challenge and rewards.

112. "Write me in: sex stereotyping in the curriculum." Red Bank, New Jersey: Project on Sex Stereotyping in Education, 1979. 24 p. (ED 191 184)

The document is the module that, focusing on how sex stereotyping affects curriculum development and content, examines sex bias in language, classroom behavior, and instructional materials.

113. Wysong, H. Eugene. "Reducing career barriers resulting from sex role stereotyping. A self-intervention manual for school personnel." Columbus: Ohio State Department of Education, 1979. 33 p. (ED 185 416)

The guide helps its reader explore past cultural experiences; personal views about sex roles in employment; decision making; and barriers to sex equity in one's own school.

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